

Improving Students' Reading Comprehension through Student Team Achievement Division (STAD) Technique at SMAN 5 Bandar Lampung

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Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan prestasi belajar membaca siswa yang signifikan setelah penerapan teknik STAD. Penelitian ini dilakukan di SMAN 5 Bandar Lampung. Sampel penelitian ini adalah siswa kelas dua. Soal pretest dan posttest membaca diberikan untuk mengumpulkan data. Satu kelompok pre-test post-test digunakan sebagai desain penelitian. Tes ini terdiri dari 30 butir soal yang berbentuk pilihan ganda. Hasil penelitian ini menunjukkan bahwa terdapat peningkatan yang signifikan pada pencapaian pemahaman membaca siswa setelah penerapan teknik STAD dengan tingkat signifikansi (0,00) lebih kecil dari alpha (0,00 < 0,05). Ini menunjukkan bahwa teknik STAD memfasilitasi siswa untuk meningkatkan pencapaian pemahaman membaca mereka. Oleh karena itu, peneliti merekomendasikan Teknik STAD untuk diterapkan sebagai teknik dalam pengajaran membaca.

Abstract. This research was aimed at finding out whether there was a significant improvement of students' reading comprehension achievement after the implementation of the STAD technique. This research was conducted at SMAN 5 Bandar Lampung. The sample of this research was the second grade students. The reading pretest and post test were administered to collect the data. One group pre-test post-test was used as the design of the research. The test consisted of 30 items taking the forms of multiple choices. The results of this research showed that there was a statistically significant improvement of students' reading comprehension achievement after the implementation of the STAD technique with the significant level (0.00) smaller than the alpha (0.00 < 0.05). This suggests that STAD technique facilitate the students to improve their reading comprehension achievement. Therefore, the researcher recommends STAD Technique to be applied as a technique in teaching reading.

Keywords: STAD technique, reading comprehension, aspect of reading.

INTRODUCTION

Four basic language skills in English that should be mastered by the students are listening, speaking, reading, and writing. Basically, reading is important to succeed in international communication. Reading is the ability to understand the written texts. Reading is a process of understanding ideas in the written text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the texts. Besides that, English has been a compulsory subject in all levels of education from elementary to university. The need for reading and taking out the information from various texts above seems to be extremely important. Reading skill is needed to get information from books, magazines, novels, essays, and an article on the internet.

Reading is one of four skills which are faced by students when they learn English. The teacher has an important role to choose appropriate methods and techniques to attract students' passion in improving this skill. Reading as a receptive skill should be applied in the classroom in order to give new information to widen the students' knowledge.

The fact appearing sometimes is that not every single person is good at reading. The students face this kind of hard situation many times. As the researcher conducted the pre research in SMAN 5 Bandar Lampung, the students stated that they had a difficulty in

comprehending the reading text. They also said that they were not motivated enough to deal with reading text material. They are dealing with a number of problems in comprehension of reading skill. Another problem is that during teaching and learning process in the classroom, the students do not enjoy reading activities because the teacher used the conventional technique in teaching and also make the students feel bored in the classroom atmosphere. The students difficult in comprehend the kinds of the text of reading, these make students less motivated in the learning process. Since the students bored with the technique that the teacher used, the teacher should change the strategy or technique to change the classroom condition to be more challenging and interesting. Many reading techniques need to be used to make students active in doing reading comprehension activity.

A good technique can be a way to deal with this kind of problem. The teacher needs to provide techniques which can motivate students in reading comprehension. One of the techniques is cooperative learning. According to Cinelli (1994), Cooperative learning motivates the students to learn and encourages students to work together to maximize learning. One kind of cooperative learning is the Student Team Achievement Division (STAD) technique. The researcher thinks that STAD technique can be used for teaching reading comprehension.

Student Team Achievement Division (STAD) is a cooperative learning method developed by Slavin and his colleagues at John Hopkins University. Palmer (1998:1) describes that STAD is the easiest technique to be applied in the classroom among the other cooperative learning techniques. In STAD approach, students are divided into a small group consisting of four-five members who have different levels of ability and different gender to work together to accomplish a shared learning goal. Newman and Thompson (1987) claim that STAD is the most successful cooperative learning technique to improve students' achievement.

To support this study, there are several studies on STAD in increasing reading comprehension skill. One of them was conducted by Kristina (2014). Her research is about the use of STAD to investigate the speaking skill at one senior high school in Bali. The findings of her research revealed that STAD technique is effective to improve students' speaking skill. The data showed that STAD was improved significantly in students' speaking skill. Novitarini (2009) conducted a research to see the effectiveness of Student Team Achievement Division (STAD) technique to improve students' ability in writing Descriptive Text. The findings of her research showed that students' progress during the teaching and learning process by using STAD technique was good. Wafa (2013) also conducted research using STAD to investigate the effectiveness of the technique in teaching listening comprehension at one of senior high school in Salatiga. And the result of

his research showed that the students' listening comprehension skill improves significantly and the students also enjoyed in teaching listening comprehension using STAD.

Based on these problems and reasons, the researcher would like to find out whether there is a difference of students' reading comprehension which is significantly improved or not after being taught by using STAD, and also to see the aspects of reading which most improved after STAD technique applied in the teaching learning process.

METHODS

The subjects of this research were the first grade students of SMAN 5 Bandar Lampung which consisted of 30 students who had problems in reading class. The researcher implemented STAD technique to improve the students' reading comprehension achievement and their active participation toward the reading class. The researcher limited the material in this study by using the narrative text as the material of teaching and the test of reading comprehension.

This research was quantitative. In conducting the research, the researcher applied one group pretest-posttest design. The researcher used one class where the students received pre-test before treatments and they received post-test after the treatments. For the data collection instruments, the researcher used pretest and posttest for reading test. The pretest was applied after doing a try out test. The test was in written form of multiple choice

consisted of 30 questions in 60 minutes. The posttest was administered after the treatments in which the questions were the same with the pre-test but the number was re-arranged.

The treatment was conducted in three meetings using one kind of text that was narrative text. To make sure the valid reading test items, the researcher used the suitable material based on the curriculum. In order to make sure that data instrument were reliable, applied person product moment. After getting the result of the test, the students' score of pretest and posttest were analyzed by using Paired Sample t-test which computed using SPSS16 program.

RESULTS

The implementation of using STAD technique in teaching reading comprehension brought a significant result in the first meeting until the third meeting. The improvement showed that there's an increase in students' motivation and an active participation of students' reading activity.

Before conducting the treatments, the researcher administered the pretest to identify the ability of the students before they got the treatments. As the result, the total score of pretest was 1710; the mean score of pretest was 51.97; the highest score was 83; the lowest score was 33.3. From the result of the test, the students' score were various. It is seen that students who have 30-40 score are 7 students, those who have 41-50 score was 8 students, those who have 51-60 score was 9

students and those who students who have 61-70 score are 6 students. The result showed that most of the students' scores were lower than minimal mastery criterion (KKM) of SMAN5 Bandar Lampung which required the students' to get 70. It indicated that the students' reading comprehension achievement was poor.

After implementing three treatments to the students using STAD technique, the researcher administered the posttest to know whether there was increase of students' reading comprehension achievement or not. From the result, it was found that the total scores of post test in the experimental class was 2197; the mean score was 66.58; the highest score was 9; and the lowest score was 50.

From Table 1 bellow, we can see that the result of the computation showed that the students' reading comprehension achievement increased after giving STAD technique. It could be seen from the increase of the means in which mean of pre test is 51.97 and mean of post test is 66.57. It can be said that the focus of this research; that is macro skills which cover finding the main idea, finding supporting detail, finding inference meaning, guessing the meaning of the words (understanding vocabulary) and finding a referent for five aspects of reading has increased after giving STAD technique in teaching reading comprehension.

Table1.TheAnalysis of the Hypothesis Testing

Pair	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Posttest-Pretest	1.46061E1	4.75618	.82794	12.91959	16.29253	17.641	4	.000

Moreover, the researcher also found out the improvement of each aspects of reading. It can be seen on the table below:

Table2. The Improvement of Each Aspects

No.	Aspects of Reading Comprehension	Mean Score		Improvement
		Pretest	Posttest	
1	Main Idea	17.00	23.83	6.83
2	Specific Information	18.29	23.43	5.14
3	Inference	15.83	19.17	3.33
4	Reference	18.40	23.40	5.00
5	Vocabulary	16.33	20.00	3.67

Then, specific information improved 5.14 points, reference improved 5.00 points, and vocabulary improved 3.67 points. The lowest improvement was inference i.e. 3.33 points. From the description, it can be concluded that the strategy applied in the experimental class, STAD technique is effective.

DISCUSSION

The result of the research reveals that STAD technique significantly improved students' reading comprehension. At the beginning of the research, the researcher conducted pretest and the result shows that the highest score was 83 and the lowest score was 33. While in the last meeting, the researcher also gave the posttest and the result shows that the

In line with Table 2.. STAD technique could improve students' reading comprehension in all aspects of reading comprehension. The highest improvement was determining the main idea i.e. 6.83 points.

highest score was 93 and the lowest score was 50.

From the finding, it indicates that there was a significant difference in students' reading comprehension after being taught by STAD technique. The finding also confirmed the result of the research by Gross (1991). He states that STAD is a technique in the teaching and learning process is effective to increase students' motivation and enthusiasm, and it can develop their responsibility in their own group whether the students use exchanging and sharing information, reinforcing each other, giving feedback and having responsibility for their tasks in their group work. This technique is expected to make the

students more exciting in learning English especially in reading skill.

The finding of this research also confirmed the previous study Kristina (2014) she found that STAD technique is effective to improve students' speaking skill. Novitarini (2009) found that STAD technique improve students' ability in writing descriptive text. Wafa (2013) also found that students' listening comprehension skill improves significantly and the students also enjoyed in teaching listening comprehension by using STAD technique.

Finally, during the classroom procedures, it was found that STAD Technique had an effect on students' reading comprehension achievement. Those were increased the students' macro skills of reading which cover five aspects of reading comprehension; those are finding the main idea, finding supporting details, finding inference meaning, understanding vocabulary and finding the reference.

CONCLUSION

Based on the results of the data analysis and discussion, the researcher concludes that STAD technique is appropriate to be used for reading comprehension, because it can improve the students' achievement. It makes the students more active and motivated. It also improves the students' participations and responses during the treatments. Moreover, identifying main idea is the aspect of reading which improved the most, because the students' are directed to work related to it.

SUGGESTIONS

Based on the result of the study and conclusion, the researcher would like to suggest as follows:

1. The suggestion for students is about the students' activity, they must be involved in the lesson, so they know what they learn and how to implement what they have learned.
2. The suggestion for the teacher, the teacher should consider about time allocation in the implementation in the classroom. Since STAD needs more time, the teacher should make the time as efficient as possible. The teacher should explain the activity clearly. It is better to make sure that the students know exactly what they have to do with the material and the media used in teaching and learning process. If the students find the difficult to understand about the material or the activities, the teacher should also give a chance to them to ask some questions.
3. The suggestion for the future researchers, since there was a difficulty on applying this technique, teaching through STAD needs longer time than 2x45 minutes. It might cause by the activities in team building phase that were too much time consuming. The future researcher needs to learn how to simplify the students' assignments. Hopefully, there will be any further research of how to apply STAD technique more effectively.

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